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THE STORY OF THE DECLARATION OF INDEPENDENCE, a pamphlet of 20 pages, was recently published by the Bureau of Education in obedience to an act of Congress approved May 28, 1926. It contains the DECLARATION OF INDEPENDENCE, a brief summary of the historical events which resulted in its creation, and short biographical sketches of six of the foremost signers. It is intended to supply a copy of the pamphlet gratuitously to every school in the United States, both public and private. Any school superintendent who has not already received them may have, upon application to the Commissioner of Education, enough copies to supply every school building under his supervision. The number of buildings to be supplied should be stated in each application. The document is sold by the Superintendent of Documents, Government Printing Office, Washington, D. C., at 5 cents per copy, or \$1 per hundred.

The Declaration of Independence in facsimile, printed on excellent paper 29 inches by 34 inches, may be purchased from the Superintendent of Documents at 15 cents per copy, post paid.

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Freshman Problems are the Most Difficult that Colleges Must Meet

Transition from Protection of School to Freedom of College Demoralizes Many Young Men. Lack of Ability not an Important Factor in Failure. "Freshman Year" and "Freshman Week" are Valuable Remedies. Plan of Sectioning Classes is Developing Rapidly. College Entrance upon Basis of Personal Characteristics. Psychological Tests are of Limited Application

By ARTHUR J. KLEIN

Chief, Higher Education Division, Bureau of Education

CAREFUL selection of students for admission to college implies that the work offered after admission will meet their needs to the fullest possible extent and will give their abilities the greatest possible opportunity for development, and that college life outside the hours of formal instruction will contribute definitely to the well-being of students and will aid directly in their preparation to participate in the privileges and obligations of their adult life.

In the University of Wisconsin by February, 1923, 11 per cent of the class entering in the preceding fall had dropped out; in February, 1924, the corresponding figure for the class which entered in the fall of 1923 was 13 per cent. In Harvard only 76 per cent of the freshmen who registered in September, 1923, were promoted in good standing at the end of the freshman year.

Extra Curricular Activities Often Cause Failure

Lack of ability is the least important factor in accounting for such losses; overenthusiasm for sports and other extra-curricular activities is perhaps the most frequent cause. Leaving the freshman almost entirely to his own devices in making his entrance into the official and social life of the institution results in homesickness and discouragement or in useless effort and dependence upon chance influences. Naturally his fellow freshmen and older students give him a one-sided conception of college life, a picture made up largely of athletics, social life, and

extra-curricular employments. The college authorities, the faculty, and study, under such conditions, contend upon unequal terms with "activities" in presenting their claims to his time and attention. He has little direct personal contact with college officials and official purposes, and that little is under what he and his fellows regard as compulsion.

The difficulties of the transition from school to college are fully recognized by college administrators. The organization of a common freshman year at Yale was an outstanding effort to overcome those difficulties so far as they may be overcome by watchful supervision by sympathetic college officers. President James Roland Angell regarded this as "perhaps the most striking single contribution which Yale has in recent years made to the improvement of collegiate methods." Men selected for conspicuous ability as teachers under an able dean comprise the faculty of the freshman year. Volunteer counselors in the ratio of 1 to about 15 students are the chief agency by which the university maintain helpful contact with its new students.

Harvard's Freshmen Advisers are Helpful

Especial attention has been given to the freshman year at Harvard, too, although the separate organization in which Yale is the pioneer has not been adopted. Stress is laid upon "freshmen advisers" who assist students in choosing their studies and help them in other ways during their first year in college.

Several institutions, following the lead of the University of Maine, the University of Rochester, and the Agricultural and

Mechanical College of Texas, which are pioneers in the movement, have adopted the device known as "freshman week" in order to deal systematically with the conditions described. A study made in 1923-24 by Mary Frazer Smith, of Wellesley College, shows that 41 institutions have adopted this method of orienting freshmen. These institutions require that freshmen report in advance of upper classmen for conferences and lectures, tests, and inspection of the institutional plant.

Acquaint New Students With College Customs

Although called quite generally "freshman week" the actual time devoted to freshman orientation may vary from 1 hour to 10 days. The purpose is to acquaint the new student with the aims, opportunities, and customs of the institution and to secure information, by means of psychological or other tests, which will aid in more careful personal educational service during the freshman year and thereafter. The plan is so simple, results obtained so excellent, and the possibilities for further development so obvious, that general adoption of the device of freshman week may be looked for among institutions which are seriously trying to meet their educational and social problems.

Freshman week affords an opportunity for obtaining information which will enable the institution to group students according to their abilities, as revealed by previous academic records or by special tests. The plan of sectioning classes in this way is developing rather rapidly. Eleven institutions, in addition to two

Portion of a chapter in the forthcoming Biennial Survey of Education.

now following the plan, intend to inaugurate such sectioning in the near future. The chief hindrances in the way of satisfactory sectioning are the desire of students for specific instructors and schedule difficulties which prevent free passage from one section to another in accordance with the record made by the student in his college work.

Those of us who in college were more concerned in choosing the men under whom we took our work than in choosing the subjects which made up our curriculum, sympathize with the student who insists upon being permitted to study under a chosen instructor. To be sure, freedom of choice leads frequently to the selection of professors who have reputations for giving "snap" courses, but there is a sound element in the judgment of students which it may be a mistake to ignore. Usually students wish to work under good teachers.

Sectioning Must Involve Some Shifting

If the sectioning plan is to mean anything real it must involve shifting from lower to higher groups as the student develops or displays his ability to work with such groups. This is especially true in view of the records and tests upon the basis of which sectioning is made in the first place. No one seems to have unlimited confidence in preparatory school records, in entrance examinations, or in the results of psychological testing.

At the same time that it limited its enrollment in the entering class to 1,000, Harvard changed its entrance requirements to provide that 75 per cent must be obtained on the entrance examination and also that the boys admitted without examination must in their preparatory work rank among the highest seventh of boys in the class. The University of Illinois requires a grade of 10 per cent better than passing in the institution from which the student comes. The Kansas State Board of Administration has recommended that the plan of admitting graduates of accredited high schools upon an automatic basis be abolished. In general, many college executives are coming to believe that the selective process upon the basis of high rating in the preparatory work results in reduction of the number of students who will not profit sufficiently from college work. It is a real selective device.

Increased Emphasis on Personal Qualities

It seems to have been established by various investigations, notably at the University of Minnesota, that failures on the part of freshmen are not due so much to lack of ability as to lack of personal qualities and characteristics which enable the student to adjust himself to the envi-

ronment and work of the college. Increased emphasis has been placed, therefore, upon admission to college upon the basis of personal qualities, including the physical. Scoring of applicants for college entrance upon the basis of personal characteristics attempts to cover good habits, industry, manners, respect for law, perseverance, alertness, competence, vigor, promptness, accuracy, participation in activities, and financial condition.

Personal Interview an Important Factor

The University of Chicago, Oberlin, Harvard, Kansas Agricultural College, Leland Stanford University, Reed College, Ripon College, and Swarthmore all have in a serious way attempted such scoring as the basis for admission. The scoring may be a very formal matter, conducted upon the basis of a blank furnished to the principal or other officer of the secondary school, and may involve in addition to such procedure a personal interview between the student and a representative of the college authorities. Northwestern University plans to undertake such scoring upon an extensive scale. Swarthmore, where the plan has been in effect for some time, states that the real entrance examination is the personal interview.

In addition to the service which character scoring renders in securing students who are fitted for good college work, the results of such personal knowledge of students should aid the institution in rendering careful instructional service. In the past the professors under whom students took their work knew little about the high-school records of their students, nothing in most cases about the parents and home conditions from which the students came, and only so much of their mental abilities and tendencies of character as they might derive from classroom contact. The personal history and estimate of students, if made available to the instructing staff, should contribute to improved college-teaching procedure.

Psychological Tests Little Developed

Enthusiasts about the possibilities of psychological tests frequently have urged that the psychological test be used as a basis of admission to college. So far development in this line seems to be insignificant. One investigation, made by the North Central Association in 1924, shows that institutions within its territory were not using mental testing for admission to any great extent.

A study made in the University of Minnesota indicates that the psychological method of testing is less reliable than high-school records in prognosticating future work. Mental testing has made enormous strides since the Army tests were applied to so many young Americans,

and institutions have attempted to make greater use of them for such rating of students as is implied in the plan for sectioning classes. The results have not been so satisfactory as the friends of psychological testing would desire. Toops and Bridges assert that to be valuable the correlation between test and scholastic record must be between 0.70 and 0.80. No such high correlation has been obtained. Many authorities seem to doubt whether the mental tests have a higher predictive value than other criteria. In a study made in the public schools it was found that the correlation between public-school teachers' ranking and the subsequent work of students was 0.70 or above, which is higher than has been obtained to date between the mental tests and students' work.

Extravagant Claims Have Been Made

President Coffman, of the University of Minnesota, makes a statement which perhaps represents with considerable justice the present attitude toward the tests: "I would not for a minute speak disrespectfully of intelligence testing, but those who are the members of this cult have in some instances claimed that by a series of intelligence tests it is possible for them to determine in a few minutes of time what students can profit by a university and even what vocations they should follow."

The conclusion, stated somewhat humorously, is that because of innate perversity or obstinacy of mind many of us are not entirely convinced. The use of psychological tests for purposes of sectioning is admitted generally, however, to be of value even though the ability of the test to avoid injustice to the individual is not admitted. The test makes insufficient or no allowance for extraordinary ambition and industry. Students who would be excluded upon the basis of a psychological test if this were the method of determining admission to college have, under the restricted application of the test to sectioning, an opportunity to overcome poor records upon the test by means of extra effort. If the test has been wrong in rating them, the injustice can be repaired. In general, educators appear to feel that the psychological test can not yet be trusted to determine the limits of educability and kind of educability, yet their usefulness is admitted even by sober-minded men who are not carried away by a new experimental process.

Difficult to Understand University Organization

One of the charges brought against colleges and universities is that they are overorganized. A multiplicity of schools, of departments, and of courses offered

are of necessity confusing to the immature student. He comes from an institution where his work has been pretty largely prescribed and almost altogether carried on under the immediate direction of his instructors. When he finds his new institution made up of a number of schools which bid more or less independently for his patronage, and of an even larger series of departments magnifying the work and importance of their subjects, it is a difficult problem for a freshman to understand the relationship existing between the bodies of knowledge which these schools and departments represent. He is likely to go through college with the idea that the department or school which he chooses upon ground of initial interest or personal suggestion represents the whole or nearly the whole body of knowledge required of an educated man.

Special Orientation Courses for Freshmen

To overcome the difficulties of the student and to mitigate the effects of departmental mindedness as distinguished, in the phrase of Dr. R. L. Kelley, from curriculum mindedness, institutions have followed the lead of Columbia University in offering special orientation courses for freshmen. Just as freshmen week is intended to orient the student in his new administrative and social environment, the orientation course is intended to orient him in the fields of knowledge which are spread before him in the college curricula. The orientation course is intended to unify the material of the curriculum; to constitute what may be called, following the terminology of vocational education, a preeducational course. More specifically, they are intended to train the student to think and to introduce him to a general survey of the nature of the world and of man. Committee G of the American Association of University Professors has issued a study of such courses offered by Amherst, Antioch, Brown, Columbia, Dartmouth, Johns Hopkins, Leland Stanford, Missouri, Princeton, Rutgers, and Williams.

Orientation in Life Is Sought

One institution at least, Reed College, has carried this idea further; the college course is intended as an orientation one, but orientation in life rather than in college is sought. Of course colleges have always made the claim that this was their purpose. Reed seems to have attacked the problem from a somewhat fresh standpoint and without the restraints of traditional organization. The criticism, so frequently directed against the colleges, that the attitude of instruction is chronological rather than functional, applies in many cases to the work of the orientation courses. Even at Reed, for instance, the

first two years of work are directed to providing a historical background. This method of approach is also the one frequently adopted by the freshmen orientation courses.

Relate Instruction Material to Student's Life

Historical interest usually develops in a student only after a considerable body of information has been accumulated with no, or little, chronological unification. Desire to unify and coordinate through the agency of time or logical classifications is a comparatively late development. The filing system comes after accumulation of correspondence. Although it may require a high order of genius to relate instruction material to the familiar life of the entering college student, some element of such relationship is always introduced by good teachers. In this way only can reality be given to knowledge and intellectual attainments. The present orientation courses, excellent as they are under the limitations of chronological approach, might be greatly strengthened if more systematically and consciously related to student experience.

The attitude of college and university administrations indicated by class sectioning and orientation courses implies changed methods in the latter part of the college course. Measures of the kind already described are in large part preliminary to meeting other general criticisms of college work. It is charged that the colleges do not develop a high type of scholarship. The Phi Beta Kappa Society of the Upper Hudson has been sending out speakers to talk to college students about scholarship, since it is maintained that they have very little opportunity to hear about scholarship, and great opportunity to hear about athletics and money-making. It is charged that the processes of college are machinelike and that under the formal standards set up education tends to become more interested in meeting formal standards than in education itself. It is asserted that the work of the regional and national standardizing agencies contribute to destruction of individual aims and institutional character.

Consider Matters of Curriculum Revision

In the attempt to meet these and similar criticisms institutions have considered carefully matters of curriculum revision, and watched with interest surveys of special fields of instruction such as those conducted by the American Classical League, Modern Language Association, and the Society for the Promotion of Engineering Education. They have even begun to plan to take definite steps toward the development of better college teaching. Systems of providing special honors

and distinction to induce interest on the part of students in scholarship and in work have made considerable growth. More striking, perhaps, than any of these attempts is the development of honor courses and the tendency to recognize the value of comprehensive examinations. Each of these measures is worthy of consideration. Comment upon proposals with reference to improvement and economy in graduate work will also be discussed before turning to problems of social and college life.



Cities Maintain Schools in Great Variety

Approximately one person in every five living in continental United States, in cities of 10,000 or more population, attends a public school, according to figures recently compiled by the Bureau of Education, Interior Department, published in Bulletin, 1925, No. 41, Statistics of city school systems, 1923-24. The exact percentage of school enrollment during that year was 19.4 per cent of population, based on the 1920 census.

In 773 cities of 10,000 or more population public day schools were in operation for an average of 185 days during the school year, and were attended by 8,742,969 pupils, of whom 81.4 per cent were in average daily attendance. Pupils ranged from kindergarten to collegiate grade, and were enrolled in day schools, including vocational schools, and schools for the deaf, blind, and other special classes; but these figures do not include pupils in continuation, night, and summer schools. An average of 36.3 pupils were enrolled per teacher employed. Operation of these schools necessitated employment of 256,020 principals, superintendents, and instructors, and the maintenance of 14,922 buildings, at a total expenditure of \$907,807,163, exclusive of payments on principal of school debts.

Public schools in towns and villages of 2,500 to 10,000 population were maintained at a total expenditure for the year of \$195,668,708, exclusive of night and summer schools. These schools employed a teaching force of 80,271 persons and enrolled 2,491,197 pupils.

Altogether, during the school year 1923-24, for the instruction of 12,693,495 pupils, 2,881 city school systems in continental United States maintained day schools, night schools, summer and continuation schools, under a teaching force of 373,649 persons, at a grand total expenditure for the school year of \$1,118,926,543. This amount does not include payments made during the year toward liquidation of school debts.—
Lula M. Comstock.

Organized Summer Camps for Children Have Proved Their Worth

Not only Furnish Wholesome Recreation but Provide Abundant Opportunity for Education. Camps for Boys Operated 20 Years before Benefits were Extended to Girls. Chicago Board of Education Maintains Camp in Rural Environment. California has 14 Camps Controlled by City Recreation Departments. Provision in Many Places for Delicate Children

By MARIE M. READY

Assistant Specialist in Physical Education, Bureau of Education.

ERNEST BALCH established a camp for a group of boys on Lake Asquam, N. H., about 1880. The experiment proved so successful that shortly afterwards other camps were established, and the movement began to grow steadily. From its very beginning the summer camp proved an excellent

lished the Hanoum Camps at Thetford, Vt.

In 1910 the directors of boys' summer camps formed an association which meets every year to consider problems of camp direction or camp management. A similar association of the directors of girls' camps was formed in 1916. These

United States but also in foreign countries, especially in England and Sweden.

The following excerpt from the *Teachers World*, June 10, 1925, shows what Swedish educators think about camping as a factor in education:

Sweden is determined to make its men and women the healthiest in the world. If you want to be really healthy and strong, and good at games, you must begin when you are very young, before your bones have become stiff and set. So the Gymnastic Association of Skania, the southmost Province of Sweden, invited boys and girls from all the national schools for a week's open-air holiday to be spent entirely in games, dances, and gymnastics. Women teachers went with the girls, and men teachers went with the boys, and they all lived together in the glades of a lovely birch forest by the Lake of Ringsion. The army chiefs helped the camp by lending military tents sufficient for everybody, and not only the dishes and pots and pans and traveling kitchens but the many cooks as well. The boys and girls loved every minute of the time. . . . Toward the end of their stay the children did their exercises together; and 12,000 people, many of them parents, came to watch. On the last day there was great excitement, for the Crown Prince of Sweden visited the camp and watched the gymnastic display. The week was spent in every kind of gymnastic exercise, together with plenty of games and sports, and even lessons in swimming.

An announcement was also made in this journal that on the 25th of June a still larger camp was to be held. During the first week there would be encamped 3,000 children and 500 teachers. During the second week teachers from all over



A street in Camp Roosevelt, Chicago's public school camp

means not only for furnishing wholesome recreation, but also for providing educational work for children. The success of this work is largely attributed to the fact that the method of organization or management includes a well-balanced schedule of work and play. Each camper must assume some responsibility and contribute something toward maintaining the camp.

During the early stages of this movement, only camps for boys were established. Not only teachers and parents realized the great benefits which were thereby made possible for their sons, but the boys who had these opportunities valued them as great events of their lives. Practically every account of these early camps not only praised the movement but also urged the establishment of many more.

The health, educational, and recreational values of summer camps had become so well recognized by 1900 that a similar movement for girls was launched. Mr. and Mrs. C. E. Cobb established a camp for girls at Bridgeton, Me., and a few years later the movement was fostered by Dr. and Mrs. L. H. Gulick, who opened Camp Aloha at Fairlee, Vt., and Mrs. Charles Farnsworth, who estab-

associations are working not merely to improve the summer camps for the few children of the well-to-do, but also to give the camp a permanent place in education.

The idea of having every child spend several summers in an organized summer camp is gaining headway not only in the



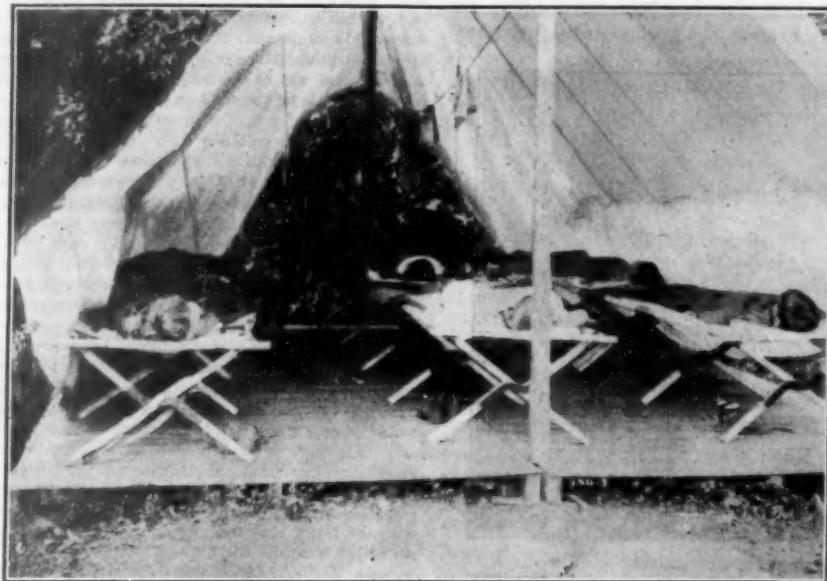
Bathing beach at Camp Roosevelt

Sweden were to receive practical training, and during the last week a great gymnastic festival was to take place.

Camp Roosevelt, Chicago's public-school camp, was established in 1919. The establishment of this camp was mainly the work of Maj. F. L. Beals, who not only planned the project but tried in every way to have the camp carried on without cost to the boys or to

in various places, such as in tents or out of doors under trees, and the work is carried on in an informal manner.

A very practical way in which camping has been utilized as a factor in education is the movement for organized camps for boys and girls carried on by the extension divisions of the agricultural departments of colleges and universities, in cooperation with the Department of Agriculture.



Rest period, Summer Health Camp, Prendergast, Mass.

the board of education. The operating expenses of such a big project proved to be so great that this idea had to be abandoned, and the plan finally adopted was that each camper should contribute his share of the bare operating expenses.

Camp Roosevelt is situated at Lake Harbor, in Michigan, 5 miles from Muskegon, in a strictly rural environment. The healthfulness of this location was previously investigated by the city health departments of Muskegon and Chicago. Special attention is given to the matter of a safe water supply, bathing facilities, drainage, sewerage, freedom from mosquitoes, etc. The problem of food supply is solved by arranging to keep all perishable foods in a refrigeration plant at Muskegon, and the camp is supplied daily by motor-truck delivery.

Great Care to Prevent Overexertion

A physical examination is given to each camper at entrance. Great care is taken throughout the season to protect every boy from overexertion. This is the special work of the physical directors.

Splendid results are accomplished in school work. Each camper studies two academic subjects during the summer, for which he receives credit on his return to school in September. No special classrooms are provided. The classes are held

This movement originated about eight years ago, and has grown rapidly since 1922. Camps of this kind are called boys' and girls' club camps. Each club is composed of a group of boys and girls working on some special project concerning home economics or agriculture under the direction of an extension or demonstration

agent. These clubs usually meet once a month throughout the year, and hold a special camp session in June or July.

The main purpose of these camps is to provide practical demonstration work for the boys and girls. They also include in their program wholesome recreational activities suitable for these rural school children. They are called the 4-H camps; and their aim, as stated in the club creed, is to develop head, hands, heart, and health.

Municipal camps have been established in Michigan, New York, California, and elsewhere. California has 14 municipal camps maintained by the recreation departments of cities with the cooperation of the United States Forestry Service. Oakland maintains two summer camps. One of these is located in the Sierra Nevada Mountains and provides for supervised groups of boys, alternating with supervised groups of girls, during periods of two weeks. It also provides for family groups during the entire summer.

Wooded Mountains Touched by Human Genius

The Palisades Interstate Park at Bear Mountain, N. Y., provides for a great variety of camps. Many mountains are located in this region, and 35 artificial lakes were made by damming the mountain streams. This park has been described as "a wilderness of wooded mountains, touched by human genius, to conserve its wildwood aspects and to utilize them for well-directed purposes of rational recreation and education."

The first camp established in this park was the work of Miss Ruby M. Joliffe in 1911. Miss Joliffe is now superintendent of the camp department of the park,



Summer Health Camp is well named

which provides for the enjoyment of camp life by 8,000 children every summer under the supervision of various social and religious organizations and educational associations.

Recently there has been a movement for the establishment of special health camps for malnourished or tubercular children. This work, however, is carried on largely by private organizations. The National Tuberculosis Association has been very active in helping in the

tion with the civic health organizations. This camp provides for about 90 boys and girls during a period of six weeks.

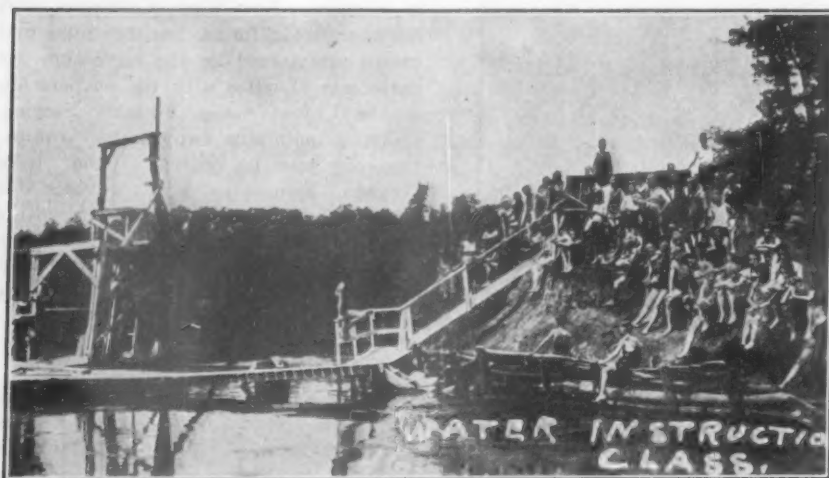
Camps for malnourished children are maintained at Malden, Mass.; Utica, N. Y.; East St. Louis, Ill.; Reading, Pa.; Williamsport, Pa.; and South Casco, Me. These camps are supported by private organizations, but take care of school children selected by school nurses and doctors.

A unique plan has been tried out in Le Havre, France. A special auto, furnished

This account of the British Residential Open-Air School was published in *The Schoolmaster and Woman Teachers' Chronicle*, May, 1925:

The camp school is maintained by a local education authority, the inmates being elementary school children who have been certified by their school doctor as weakling or ailing. * * * The children are sent from London in parties of 40, each batch of boys or girls from a selected school. * * * This method enables the children to share what they regard as a great adventure with their own schoolmates and greatly adds to their enjoyment. Moreover, it reduces home-sickness to a minimum. One other feature is deserving of special notice. The cooperation of the head teacher and the good will of the staff of the school selected make it possible for the children to be accompanied by their teachers. In this way orthodox convalescent treatment can be combined with the ordered life of a boarding school, with its wholesome discipline and fixed hours of study. * * * Camp life can be made an education of the highest value, particularly in the case of children living below the poverty line. It is no secret that in the poorest households such things as toothbrushes and nightgowns are too often lacking. * * * Doubtless the lesson in hygiene will have emphasized the importance of these necessary articles in everyday life. But that unfortunately is not enough. The trouble is that precepts, however admirable in themselves, lose much of their educative force where they can not be put into practice. So it is in this case. But let the child be selected for a camp party; at once a new factor is introduced. It is as if a swimming bath were provided for a child whose knowledge of swimming has been confined to lying flat on a table and making the correct movements with arms and legs. In other words, an outfit is insisted upon, with the result that the more glaring deficiencies in the child's wardrobe will have to be made good by the parents. * * * For children who come mostly from crowded two or three roomed tenements, the home life of the camp is a continuous course of training, notably the weekly hot bath, the white cloth for dinner, inspections for cleanliness, and, not least, the separate bed. Out of doors also the life might well be described as a succession of surprises.

The summer health camp for malnourished children in the United States is beyond the experimental stage. It has demonstrated clearly that child health is improved by hygienic living out of doors, and it is to be hoped that not only the sickly but all children will soon be pro-



Water sports for Boy Scouts in their camp at Hammond, Ind.

organization of these camps. In many instances the children cared for are selected by the school nurses and doctors, and in a few instances there is a direct connection between the public school and the health camp.

Recent reports show that such camps are being established not only in the United States but also in South America, Germany, Spain, and France. All of the reports point to the fact that many children suffering from incipient tuberculosis show a remarkable improvement after spending 6 to 10 weeks in outdoor life with daily exposure to the sunlight.

Outdoor Life for Children is Economical

Massachusetts has taken the lead in establishing health camps. The State department of education has fostered this plan with the idea that the cost of providing supervised outdoor life for children would be much less than the cost of maintaining sanitariums for incurable adults.

The Board of Education of Cambridge, Mass., maintains two summer camp schools for malnourished or otherwise sickly children. Two regular school buildings are used in this work. One of these is practically a summer play school. Most of the time is spent out of doors in a neighboring park, although the midday lunch is served inside the school building.

The Board of Education of Dubuque, Iowa, furnishes two teachers for a summer health camp established by the Dubuque Visiting Nurses' Association in coopera-

tion with the civic health organizations. This plan is splendid for small children, inasmuch as it allows them to spend the nights at home with their parents and also permits parents to see the gradual improvement of their children.



Sleeping quarters for small children, Palisades Interstate Park

vided with opportunities for this outdoor life during the summer, and that the ordinary elementary and high school curricula will be made to include more outdoor school work throughout the year. The medical inspectors and school nurses may forever continue pointing out physical defects, but unless more attention is given to the health of the child throughout school life their work will have little constructive value for the child.

Colleges Train Camp Councilors

The demand for camp councilors is so great that courses of instruction for camping are now given by eight leading colleges and universities and nine special schools of physical education. The greatest emphasis given to camping by any educational institution has been that of the special schools of physical education. Many of these schools, in addition to providing courses in the theory of camping, also require two or four months of camp life as a part of their professional course in physical education.

The Camp Directors' Association conducts yearly an intensive training course for camp councilors. This course includes instruction in swimming, canoeing, nature lore, and arts and crafts. The courses are given during 7 to 10 days during the month of June.

Special training courses for camp directors are also given by the Boy Scouts and Girl Scouts organizations. These organizations are doing real pioneer work in establishing and carrying on summer camps for boys and girls which involve practically no expense except for food.

Courses in swimming and life-saving are conducted several times each year by the American Red Cross. It is absolutely necessary that all swimming councilors be qualified for life-saving. Inasmuch as swimming and boating are the main activities of camp life, the work of the Red Cross in helping to train responsible people for these positions is invaluable.

National Parks Offer Nature-Lore Courses

A few other courses of training are offered in various sections of the country. These courses are especially helpful for nature-lore councilors. The Yosemite School for Field Natural History was opened at Yosemite National Park in the summer of 1925. Enrollment in this course is limited to 20 students, and two years of college work is required for entrance.

The Museum of Natural History of New York, N. Y., has just established in the Palisades Interstate Park a museum of live insects to offer field instruction in entomology.

A course in field biology is conducted by the University of Pennsylvania at Na-

wakwa Lodge in the Allegheny Mountains. This course was promoted by the Pittsburgh Nature Study Club, composed of city school-teachers.

On the whole, the organized summer camp has demonstrated its value for filling the gap of the summer vacation for both city and rural school children. It has pointed out the necessity for more outdoor life as a part of all school work. It has demonstrated to parents and educators the great value of informal teaching of small groups in comparison with the hustle and formal discipline of the crowded classroom.

Library Facilities in Outlying Dependencies

Extension work by the Library of Hawaii has been carried on for 13 years. There are now 246 points for the distribution of books, and library service is available in the remote islands. In the Philippines, however, outside of Manila the people have little access to books, as shown by a survey of library facilities in Canada and the United States, including dependencies, conducted by the American Library Association. Library facilities are very meager in Porto Rico and Alaska. In Guam, American Samoa, and the Virgin Islands, libraries maintained for the Navy personnel are open to civilian adults. It was found, however, that in all the islands there is need of education among the people in the value and use of libraries.

Public School for a Single Nevada Family

Eight children from a single family constitute the entire enrollment of Diamond A School, 10 miles west of Jarbridge, Nev. The father of the children is the owner of a ranch of 1,000 acres, upon which the school is situated. The mother is a native of Spain. The family speak Spanish, and instruction is given in part in that language.

The school is unusually well equipped. Hot and cold water, electric lights, typewriter, victrola, player piano, swings, slides, and boxing gloves are provided. The teacher receives from the school district \$125 a month for a nine-month term.—*Verna Irene Shupe, teacher.*

To attack the problem of crime through the application of scientific methods in the administration of justice in criminal cases throughout the United States, a research seminary will be established by the school of law of Columbia University, New York City.

Diphtheria Immunity for New York Children

A systematic effort will be made in New York to immunize against diphtheria all children in the State up to 10 years of age. The movement is under the leadership of the State department of health in cooperation with medical organizations of the State, and the State charities aid association. The movement involves a five-year program, and the work will be closely followed up by the medical inspection bureau of the State department of education. No effort will be made to deal with school children except through local authorities after parents have given their written consent for the administration of the treatment.

Course for Nurses in Connecticut Normal Schools

Normal school courses in health education and allied subjects for nurses engaged in public-school health work were inaugurated during 1925-26 in State normal schools of Connecticut. About 80 nurses availed themselves of the opportunity of training in service. Groups of nurses met approximately every two weeks during the school year, and the course included from 12 to 15 periods of two hours each. The essentials of psychology, child training, and principles of educational method were covered in lectures. The work throughout the course was correlated with health education. Demonstrations and practice lessons were given.

Fifty New York Communities Employ Dental Hygienists

Dental hygienists, women who have taken a year's course of instruction and practice in dentistry, are employed by schools in 50 communities in New York State. The duties of the dental hygienist are principally educational. She instructs children in the care of their teeth, examines their mouths for dental or other defects, and where necessary reports to parents work that is needed and follows up cases to see that proper attention is given. It is stated that the equipment required for the work may be obtained for \$300; the State of New York pays half the salary.

A growth in membership to 50,125 in 1925 from 7,000 in 1922 is the record of the Michigan branch of the National Association of Parents and Teachers.

New Regulations Prescribed for Brazilian Commercial Schools

Required Course of Study Embraces Four Years and is Very Comprehensive. Two Foreign Languages are Obligatory and Three Others are in Optional Course. Completion of Elementary Course Required for Admission

By ALLAN DAWSON

United States Vice Consul, Rio de Janeiro

ALL BUSINESS and commercial schools officially recognized by the Federal Government of Brazil are to be bound by new requirements recently promulgated by presidential decree. A general course of four years is prescribed, and instruction is obligatory in the following subjects:

General.—Portuguese; French; English; elementary science (physics, chemistry, and natural history); elementary mathematics (arithmetic, algebra, and geometry); physical and political geography; general history and geography of Brazil; civics; penmanship; typewriting and drawing.

Technical.—Elements of economic geography and history of commerce, agriculture, and industry; applied mathematics; elements of constitutional, civil, and commercial law; customs and financial legislation; commercial practice; accounting; elementary science as applied to commerce; stenography and mechanography.

Besides the general course, which all officially recognized schools must follow, an advanced course, the teaching of which is to be optional, is laid out. The subjects to be taught in this course are

Official report to Secretary of State.

German, Italian, or Spanish; commercial and statistical geography; commercial, agricultural, and industrial history; elements of decorative art; industrial and commercial science; commercial and maritime law; political economy; applied psychology; industrial law and labor legislation; government finance; international law, diplomacy, history of treaties, and diplomatic correspondence; applied mathematics; constitutional and administrative law; business administration; advanced accounting and elements of banking.

In addition to the general and advanced courses, commercial schools may still conduct special courses, such as those for actuaries, accountants, and persons preparing for the consular service.

For matriculation in the general commercial course, a candidate must either pass an examination in certain prescribed elementary subjects or present a certificate of proficiency in these subjects from an approved elementary school.

of them were due to defective flues. The record this year is worse than for 1925; but losses so far total only about half the losses of 1924, when a fire record was established of an average of one school-house a week burned during the 52 weeks of the year.

More Men in Pennsylvania Normal Schools

Ninety per cent of the 3,807 students graduated this year from the 14 State and 2 city normal schools of Pennsylvania prepared to teach in elementary schools. The remainder specialized in art, music, commercial education, health education, and home economics. The 1925-26 graduates exceeded graduates of all previous years both in total numbers and in the number of men graduates. All had four years of high-school training or equivalent before entering normal school.



Defective Flues Principal Cause of Fire

Twenty-four schoolhouses in Alabama have been totally destroyed by fire and two have been partially destroyed since October 1, 1925, according to announcement of the State fire marshal. This represents a money loss of \$193,840; the buildings carried insurance to the amount of \$121,205. Most of the fires have occurred since the first of the year, and half

Recent Publications of the Bureau of Education

The following publications have been issued recently by the Bureau of Education of the Department of the Interior. Orders for them should be sent to the Superintendent of Documents, Government Printing Office, Washington, D. C., accompanied by the price indicated:

Character education. Milton Bennion. (Bulletin, 1926, No. 7.) 15 cents.

How the world rides. F. C. Fox. (Bulletin, 1926, No. 8.) 25 cents.

Accredited higher institutions. E. B. Ratcliffe. (Bulletin, 1926, No. 10.) 15 cents.

Pay status of absent teachers and pay of substitute teachers. (City School Leaflet, No. 21.) 5 cents.

Is your child ready for school? J. F. Rogers. (Health Education Series, No. 19.) 10 cents.

Relating foreman programs to the program for vocational education. Maris M. Proffitt. (Industrial Education Circular, No. 25.) 5 cents.—Mary S. Phillips.



Platoon Plan Fully Adopted in 34 Cities

The platoon plan of school organization as a city-wide policy has been adopted by school systems of 34 cities in the United States. These cities, which are located in 15 different States, range in population from 2,500 to more than 100,000, and represent a total urban population of 6,000,000. In 22 of the cities every school is of the work-study-play, or platoon, type. In all, 110 cities in 33 different States have one or more schools organized according to the platoon plan. These cities have a combined population of more than 17,000,000.

Teachers Must Transmit Ideals and Traditions of Republic

NO NATION in the world's history has so devoutly believed in, and so deeply pledged itself to, free universal education. In this great experiment America marches in advance of all other nations. To maintain the moral and spiritual fiber of our people, to sustain the skill required to use the tools which great discoveries in science have given us, to hold our national ideals, we must not fail in the support and constant improvement of our school system. Both as the cause and the effect the maintenance of our complex civilization now depends upon it. * * *

To you, school men and school women, is entrusted the major part in handing on the traditions of our Republic and its ideals. Our greatest national ideal is democracy. It is your function to keep democracy possible by training its children to its ways and its meanings. We have seen many attempts in late years to set up the forces of democratic government, but many of them are but the forms, for without a literate citizenry taught and enabled to form sound public opinion there is no real democracy. The spirit of democracy can survive only through universal education.

—Herbert Hoover.

Alabama Girls Win Prizes for Dressmaking

Entire wardrobes for young women were featured in the annual State high-school clothing contest held recently in Birmingham, Ala., under the auspices of the State department of education and the Alabama Home Economics Association. Dresses made by pupils in local contests were scored both on and off the person, and the girl scoring highest had the privilege of representing her school in the State contest. Traveling costumes worn by pupils were judged upon arrival in Birmingham as to becomingness and suitability. Dresses for afternoon, street, or church wear were scored for suitability, technique, hygiene, and cost; and the cooking costume on general appearance, hygiene, and technique. New and remodeled hats and a silk dress for street or church wear were special entries. Standards for instruction in the selection, construction, and care of clothing are being established, and an opportunity was offered teachers to observe the work of other schools.

Ability Grouping in New York High Schools

Pupils are grouped according to ability in approximately 35 per cent of the junior and senior high schools in the State of New York, according to 497 replies received to a questionnaire sent out by the educational measurements bureau of the State department of education, to ascertain the extent to which grouping is carried out in high schools. Grouping is usually effected in the ninth grade, and is generally based on intelligence tests, though frequently on the teacher's estimate of the pupil's ability or his marks in school. In 147 schools pupils of different ability are grouped in separate classes, and 109 schools reported that ability groups are formed within classes. Some schools use both procedures.

Classical Study Maintains Its Hold in Providence

Of slightly more than 5,000 students enrolled in the three high schools of Providence, R. I., 840, or about one-sixth, are in Classical High School. This represents the same proportion of Providence students pursuing classical courses as in 1881, when one-sixth of the students in Providence High School were in the classical department. All students in Classical High School take Latin, but fewer than half study Greek.

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Education in Amoy Supported Wholly by Fees and Private Contributions

No Government Funds Available Because of Disturbed Political Conditions. Family and Clan Schools are Numerous and Often Efficient. Missionary Schools Afford Best Opportunities Available. University Financed by Single Individual

By LEROY WEBBER

United States Consul, Amoy, China

ADVERSE political conditions have interfered with educational progress in Amoy during the past year. Funds from the Government have been lacking, and such government system of education as actually exists has been left to work out an existence in whatever way possible. So-called government schools are largely maintained by fees from students, and other assistance from people benevolently minded, thus placing education among those institutions which depend upon charity.

In families whose financial means permit, children receive most of their elementary education at home under private tutors and instructors. Often a wealthy son assumes the responsibility for the education of the children of the entire family, including children of brothers, sisters, uncles, aunts, and sometimes cousins. As a result, there are in existence hundreds of these small family schools.

Out of this system has grown a number of larger clan schools, maintained privately by the wealthy members of a large clan. In some cases all children belonging to the clan are permitted to attend the school without charge, while in other clan schools a small fee is charged. Such schools are more economical, more easily staffed with good teachers, and serve a larger constituency than the small single family school. Among these clan schools are found some of Amoy's best primary schools.

There is another type of private school, most of which devote their time and re-

Official report to Secretary of State.

Prague Conducting Active Crusade Against Tuberculosis

A sanitarium for tuberculous school children will be maintained this summer by the city of Prague. It will be located in a forest near the city which belongs to the municipal government. Wooden dormitories, schoolrooms, and offices have already been built. All instruction will be in the open air.

This is a feature of the crusade against tuberculosis now in progress in the schools of Prague. Thorough medical inspection is made of all pupils and those who are

sources to elementary education. A few of these are combined elementary and secondary schools. They are partly or wholly financed by wealthy friends. Schools supported and controlled by missionaries should be included in this class. These institutions are for general public use, and, with practically no exception, offer the best educational opportunities available within the district. Due to a general local business depression, high and extortionate military taxation upon the rich, such institutions are becoming more and more difficult to finance.

There are in addition a large number of small private schools organized and run for profit. Little can be said in commendation for most of them.

There is only one university within this locality, the University of Amoy. It is also a private institution, organized and completely financed by one man, a wealthy returned merchant from Singapore. Within the last five years more than a million dollars have been spent in buildings and equipment for this institution. There is no school in Fukien, and few in all China, better equipped for service than the University of Amoy. The demand for such a university in Amoy is yet small, and whether or not the present expenditure of so great an amount of money is justified remains to be seen. However, such work as the university is attempting is good. Special advantages are offered for advanced research work, and much has already been accomplished for permanent and future educational needs and opportunities in the Province of Fukien.

suffering from tuberculosis are segregated if necessary for special treatment. Free meals and milk are provided in increased quantity. For poor children, holiday homes in the mountains or at the seaside will be provided, and sun bathing and medical treatment will be freely given.—
Emanuel V. Lippert.

Schick diphtheria test was given to 1,667 pupils in the Shelby County (Ohio) schools recently without the loss of a single hour from school. Parents, teachers, and health authorities cooperated in making a success of this second year's health campaign in the county.

SCHOOL LIFE

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
By THE DEPARTMENT OF THE
INTERIOR, BUREAU OF EDUCATION

Editor - - - - - JAMES C. BOYKIN

Terms: Subscription, 50 cents per year, in advance; to foreign countries in which the mailing frank of the United States is not recognized, 75 cents. Remittance should be made to the SUPERINTENDENT OF DOCUMENTS, Government Printing Office, Washington, D. C.

OCTOBER, 1926

American Education Week Will Long Continue

AMERICAN Education Week will be observed this year with the National Education Association and the American Legion as its chief sponsors. The Bureau of Education will not participate actively. Its work in this behalf has been accomplished. American Education Week is now a fixed event in the educational calendar, and no further need exists for the active aid of a Government bureau. Other agencies can and will continue efficiently the work which it is necessary for a central national organization to do. It is in accordance with its settled policy that the Bureau of Education withdraws from an undertaking which can be conducted equally well by others.

SCHOOL LIFE's issue of October 15, 1920, carried what was apparently the first published suggestion for a nation-wide campaign for the improvement of the schools and other agencies for education. Dr. P. P. Claxton, then Commissioner of Education, wrote the article. In it he designated the week of December 5 to 11 as "School Week" and urged governors and chief State school officers to take proper action "to cause the people to use this week in such a way as will most effectively disseminate among the people accurate information in regard to the conditions and needs of the schools, enhance appreciation of the value of education, and create such interest as will result in better opportunities for education and larger appropriations for schools of all kinds and grades."

Within a short time letters were sent to State officers, school superintendents, college presidents, newspaper and magazine editors, labor unions, civic organizations, and other associations in great numbers, urging cooperation in the observance for the benefit of the schools. The response was general and cordial. The press was helpful, many governors issued proclamations, nearly all the State superintendents cooperated, and the extent of the observance was unexpectedly great.

The American Legion took up the idea and from 1922 it has been a joint sponsor

with the Bureau of Education and the National Education Association.

The American public school owes much to the organized campaigns of the past. How much of the popular enthusiasm for education is due to this form of stimulation can not be measured. It is certain, however, that the propaganda of Horace Mann, Henry Barnard, John D. Pierce, Newton Bateman, and their like was necessary to the establishment of public schools in the beginning, and that no important extension of the plan has been achieved without similar agitation.

A recurring period of educational refreshing is of value beyond peradventure, and American Education Week is a device of such excellence that there should be no doubt of its permanence.

College Attendance Beneficial, Even in Failure

INVEIGHING against the tide of freshmen that threatens to overwhelm the colleges, some writers are accustomed to stress the waste of time for the young man who spends only a year at college. Whatever may be true of other aspects of the situation, in this particular the case is not proved.

No one is admitted to college unless he is the possessor of the customary 15 units. Every freshman has graduated from a high school and has presumably assimilated the instruction there. He gave evidence that he is reasonably prepared for the next step, or he would not have been admitted to college. Suppose that boy fails in his examinations at the end of the freshman year and is dropped, has he not received, nevertheless, enough of benefit to justify his expenditure of time and money? It would seem so.

He has had daily contact for a year with teachers of a class superior to any whom he has ever met or will ever meet again. Even if much of their instruction is beyond his comprehension, does he not obtain valuable insight into the habits of thought of cultivated men? And is not mere participation in academic life an experience whose influence abides?

As everybody knows, much of the benefit of college attendance comes from activities outside the actual classroom. Notwithstanding the inevitable presence of some triflers, the main object in life of most men who attend college is the acquisition of knowledge. Association with them is inspiring and helpful always. No young man who is not himself an irredeemable idler can live for a year in daily contact with studious men without receiving permanent benefit. The very atmosphere of the college is elevating.

Naturally, the most of good is for those who continue to graduation. Those who absorb fully all that is offered are benefited in proportion to the time which they are able to spend. But no one who gives reasonable effort to his work will fail to receive just return for his expenditure, without regard to the passing of all the college tests.

Reindeer herds may be provided for the Eskimos of the northwest territories of Canada. The Dominion Government is investigating the reindeer industry of Alaska, which is under the control of the Bureau of Education. Two Canadian experts are now in Alaska for that purpose. When their studies of the situation are complete the two men will travel on foot over the country through which the deer will be driven, if they are purchased, in order to determine the route to be followed and to examine the plants with a view to their fitness for forage.

The illustration of Crater Lake printed on page 5 of the September number of SCHOOL LIFE was made from a photograph produced by Fred H. Kiser, of Portland, Oreg. Acknowledgment of Mr. Kiser's courtesy in permitting the use of the photograph was inadvertently omitted. It is now cordially tendered.

Superior State Courses of Study are Described

Large numbers of rural teachers lack adequate preparation for their work and have little supervisory assistance in performing it other than the help rendered by the State course of study. Several recent State courses of study are excellently adapted to the needs of rural teachers. They contain specific assistance of the kind which accords with modern educational theory for the teaching of each of the elementary school subjects. They guide teachers in stimulating pupils to use, extend, and enrich their own experience, and to assume a greater measure of responsibility for improving and strengthening their school work.

The results of an examination of these courses are embodied in Rural School Leaflet No. 41 of the Department of the Interior, Bureau of Education, entitled "Characteristic Features of Recent Superior State Courses of Study." The compilation of an effective State course of study is an achievement of which any State may be proud. Rural School Leaflet No. 41 aims to assist in the formulation of such courses.

Discuss Education, Rehabilitation, Reclamation, and Recreation

Pan Pacific Conference on Education, Rehabilitation, Reclamation, and Recreation will be held at Honolulu, Hawaii, April 11-16, 1927. At its last session Congress authorized and requested the President to call this conference. The act provides that the conference shall be organized and conducted by the Interior Department, and the Secretary of the Interior has fixed the time, after consultation with Governor Farrington, of Hawaii, so as to conform with steamship schedules.

The plans provide that invitations shall go out immediately through the State Department to nations bordering on the Pacific Ocean or having territorial interests in the Pacific, including colonial governments, asking that delegates be sent to the conference. A request has been received that Great Britain and India be included in those nations invited. Although the conference is planning primarily for the benefit of Pacific countries, it is not intended to exclude any other nation that desires to participate.

The general purposes of the conference contemplate a discussion of common problems relating to schools, reclamation, rehabilitation, and recreation. It is hoped that the conference will prove a medium of better understanding and relationship between the United States and its neighbors in the Pacific, and will strengthen the Territorial administration in Hawaii and other Territories.

The Secretary of the Interior expects to invite other executive departments of the Government to participate officially in the conference. The agenda is now in preparation.

To Modernize Agriculture in Bolivia

A State agricultural school will be established at Tarija, Bolivia, to encourage and modernize the agricultural activities of that country, which are at present in a backward state. The institution will be divided into two main sections, one devoted to the diffusion of practical knowledge among the active farming classes and the other to inculcate the theory and science of advanced phases of agriculture and cattle raising. Extension courses will be conducted in outlying towns, and cooperative associations of small producers will be encouraged. The school will be well equipped as a practical institution. The sale of the products of the school is expected to contribute materially to the cost of upkeep.—*Rudolf E. Schoenfeld, United States Chargé d'Affaires ad interim, La Paz.*

"Summer Round-up" by National Congress of Parents and Teachers

By MILDRED RUMBOLD WILKINSON

Assistant Manager Publicity Bureau, National Congress of Parents and Teachers

JOHN J. TIGERT, United States Commissioner of Education, says of the "summer round-up": "This summer round-up of children, inaugurated by the National Congress of Parents and Teachers, is one to which the United States Department of the Interior, Bureau of Education, gives its hearty cooperation. Of the recent movements to benefit children, none has impressed me as being more significant than this, which aims to give to every child in the United States a chance to be well and happy and to grow into a useful man or woman."

This was said at the beginning of the second year's summer round-up, and it seems that now, at the close of the second campaign, the National Congress of Parents and Teachers is justified in considering this movement a worth-while project, for the majority of local associations have spared neither time nor effort to give the young child a fair start toward good health and so have a better opportunity to become a worthy citizen of our country.

At the beginning of each year's work the United States Bureau of Education sent letters to State commissioners of education and State superintendents and to many city and county superintendents urging their cooperation. The American Medical Association aided in the work. State and local boards of health, physicians, dentists, and trained nurses gave freely of their time and ability. It became a community work.

May 1, 1926, was the last date set for registration for associations competing for the prizes for the reported best methods of carrying on the summer round-up.

Illinois First to Complete Registration

Many associations that did not register have done the work thoroughly and efficiently. The first State to complete and send her registration to the campaign office was Illinois. The first 100 per cent city enrolled was Ames, Iowa. The State having the largest percentage of its associations enrolled was Arkansas.

These associations were presented at the Atlanta convention with gavel made from a tree grown at Marietta, Ga., under which the founder of the National Congress of Parent-Teachers, Mrs. Theodore Birney, played as a child.

Many local associations, aided by boy scouts, made a house-to-house survey of their locality for all children of proper age to enter school in the fall. At Colgate, N. Dak., the president of the Parent-

Teacher Association, with the enthusiastic aid of the county nurse, visited every family in the district having children of preschool age. It was harvest time and the mothers of the children found it hard to leave their homes. The president and nurse, having secured the services of a physician who was willing to make the trip from his home at Page to hold a clinic, felt that nothing must prevent the children, 10 in all, from seeing him. The roads were almost impassable because of rains, yet these women drove to most of the homes to get the mothers and children and take them up to the clinic. Every child got there. Weather and roads did not prevent the follow-up work, and at the end of four weeks the health of these children had been raised from 81 to 95 per cent, a gain of 14 per cent. Every child entered school the day it opened.

Movement Spread Like Beneficent Epidemic

It has been interesting to compare by States the number of associations registering in 1925 and 1926. In 1925 a total of 1,140 associations registered in 42 States; in 1926, 1,281 registered in 44 States. Iowa led in 1925, with 114 associations doing summer round-up work, and in 1926 it was still in the lead with 158 associations. New Jersey had 50 last year and 77 this year. Mississippi showed 39 last year and 52 this year. Alabama jumped from 1 to 11 associations. The movement has spread over the country like a beneficent epidemic.

Dr. Merrill Champion, of Boston, chairman of the Child Hygiene Committee of the Massachusetts State Branch of the National Congress, says: "But after all, the summer round-up is only a symptom. What we all are after is a general, permanent interest in the health of the preschool child. The towns which did not enter the contest and those which did not get a prize none the less have made a real contribution to child welfare if some of the parents of the town have a better understanding of the need of regular health examinations for their children, followed by the correction of such defects as may be found. The work of the school physician and the school nurse will be easier in the coming year because of the summer round-up. There will be more time for the older children. The school system will have been saved some expense. But, best of all, the standard of child health will have been raised in the community."

Americans in Guatemala Establish American School

Teachers Will Be Brought from United States. Ample Funds Available for Maintenance. Attendance of Guatemalans Expected to Exceed that of Americans. President of Republic Will Be a Patron

By ARTHUR GEISSLER

United States Envoy Extraordinary and Minister Plenipotentiary to Guatemala

AN AMERICAN school in Guatemala was proposed by the American minister early in June. A number of representatives of firms of the United States called later at the legation for an informal discussion of the matter, and it was decided to organize an academy, comprising a kindergarten and all primary and high school grades. The undertaking appears to have the support of practically all of the Americans residing in Guatemala.

Although tuition will be charged, it is anticipated that there will be a considerable deficit during the first two years, but ample funds have been pledged by the organizers. An effort is being made to have the school in operation by about September 1, and to procure high grade

teachers from the United States at attractive salaries.

The organizing committee was received by President Orellana, to inform him of the undertaking. He expressed gratification, and stated that he expects to have one of his daughters enrolled as soon as the school is opened. It is predicted that the academy will have a large attendance from the beginning, and that, although perhaps nearly all Americans of school age in the Republic will avail themselves of the educational opportunity, the number of Guatemalans will be even greater.

It is hoped that, aside from the direct benefit afforded to citizens of the United States, the institution will do much to propagate American ideals, and that a considerable number of its students, both American and Guatemalan, will pass from the academy to colleges in the United States.

Official report to the Secretary of State.

Report Shows Steady Growth in Catholic Schools

Catholic educational institutions in the United States in 1924 numbered 9,783, with 2,313,183 pupils, and 71,705 instructors, according to the new Directory of Catholic Colleges and Schools, published by the National Catholic Welfare Conference. These figures represent an increase of 4 per cent over 1922 in the number of institutions maintained, of 13.5 per cent in the number of instructors, and 6.4 per cent in enrollment. In the 95 Catholic normal schools maintained 1,645 religious and 40 lay instructors were engaged in the training of 17,363 pupils, of whom more than 96 per cent are women.



Continued Success of War School of Dyeing

A dyeing school and a model dyeing factory are maintained by the Government of Punjab, India. The institution combines theoretical and practical training under actual factory conditions, and provides training in foreman dyer classes, literate artisan classes, and illiterate artisan classes. The school has turned out 328 students in the past nine years. It

was established in 1916-17 because of the acute shortage of aniline dyes during the war. The purpose was to direct research in the development of indigenous dyestuffs and to teach local dyers their use as a substitute for aniline dyes. The school has enjoyed great popularity and rapid expansion. It is now located at Shahadara in commodious buildings.



Local History is Made a High-School Subject

Preparation of a complete history of their county, Williamson, location of places of historic interest, and permanently marking them were made a two years' project by history students in Taylor (Tex.) High School. In carrying out the project specific assignments were given students, worth-while work was done, and the completed history is to be published. In addition to an authentic history of the county, a calendar of historic happenings was worked out, and a map was made showing places mentioned. Local legends were written up, and many interesting incidents of the past unearthed and put into permanent form. Bronze markers were purchased, suitably inscribed, and set up to designate historic places.

Libraries Give Attention to Labor Problems

Some months ago the American Library Association, at the request of the Workers Education Bureau, sent out to 754 public libraries, situated in towns and cities having local unions affiliated with the American Federation of Labor, a list of 36 book titles on labor problems which had been selected by the bureau. With the list went a request that each library check it to show titles held by the library and return it with a statement as to whether additional titles would be purchased if a demand for them arose. Two hundred and fifteen of the two hundred and sixty lists returned were accompanied by explanatory letters. All but four of the librarians writing stated that they would purchase such books as were not found on their shelves or were willing to purchase some or all of these upon indication of a demand. Nineteen libraries immediately ordered such books as they did not have.—*Adult Education and the Library.*



Boy Scout Troop Organized in Alaskan School

An Eskimo Boy Scout troop has been organized at Cape Prince of Wales on Bering Strait, Alaska, by the teacher of the school at that place, which is under the direction of the Bureau of Education, Interior Department.

At meetings, which are held twice a month, the boys discuss village problems as well as their own immediate concerns, and their cooperation with the local village council has been of real assistance in keeping the village clean and the water supply sanitary. The teacher is the scout master, and the schoolroom has been converted into a reading room, where good magazines, books, and games are accessible to the boys during the entire year. Contests are conducted in marksmanship, spear throwing, archery, first-aid, health and cleanliness, cooking, woodcraft, animal and plant study, and other Scout activities.



Savings Accounts for a Third of the Pupils

More than a million and a half dollars were deposited in school savings banks by pupils in schools of New York City during the year February 1, 1925, to February 1, 1926. In all, 384,558 separate accounts were maintained in 429 school savings banks, a net gain over the previous year of 57,147 individual accounts. In addition, 32,151 new interest-bearing accounts were opened for pupils in regular savings banks.

Study as Long as Life Lasts the Ideal of Adult Education

Adults Pursuing Organized Courses More Numerous Than Resident Students of All the Universities and Colleges. Vocational Training Only Part of Education. Fundamental Thing is Training in Art of Living. Prepare for Intelligent Participation in the Evolution of Society to a Higher Level. No Serious Student Satisfied with Status Quo

By RICHARD R. PRICE

Director of University Extension, University of Minnesota

FREDERICK KEPPEL defines adult education without using the word "adult" as "the process of learning, on the initiative of the individual, seriously and consecutively undertaken as a supplement to some primary occupation." The weightiest part of that definition is contained in the phrase, "on the initiative of the individual," for those who have had most to do with adult education are agreed that the students are characterized by an inward stimulus or urge rather than by a pressure from the outside, that they are not sent to school, but go.

In one sense the term adult education is a misnomer, for the process is by no means confined to adults. It begins with that large group between the ages of 16 and 20 who have severed their connection with formal schooling, and it includes those of any subsequent age who, lacking school connections, are nevertheless and for a variety of reasons moved by the passion for learning.

Combine Learning with Pursuit of Livelihood

The last part of our definition also should not be minimized—"as a supplement to some primary occupation." Here again we have an almost invariable characteristic of the movement, that its devotees combine learning with the pursuit of a livelihood. They do not make education during a definite period a business, as do the matriculants of our colleges and universities, but they pursue it as a supplemental or avocational interest. Their primary business is earning a living or securing a competence while secondarily training for increased earning power or for the satisfaction of intellectual aspirations. And there is much to be said for the reciprocal advantages of this dual system both on study and on earning power.

In the article in which Mr. Keppel presents his definition he gives some interesting statistics on adult education. He points out that, "to-day, there are at

least five times as many adults, men and women, pursuing some form of educational study as are registered as candidates for degrees in all the colleges and universities in the country." He estimates their numbers as follows:

In the 350 commercial correspondence schools of the United States about a million and a half new students register every year.

In public evening schools, part-time and continuation schools, more than 1,000,000.

In university extension classes and correspondence courses, 150,000 students.

In Y. M. C. A. courses, 100,000; in courses given by other nonacademic organizations, 100,000; in workers' education classes, 30,000.

These figures take no account of agricultural institutes, art and natural history museums, Chautauquas and lyceums, public library reading courses, and instruction through the film, the radio, the magazines and newspapers. Verily, education for adults in this country has become a major activity.

Preponderance of Courses with Vocational Aim

With this brief survey of the prevalence of the various forms of adult education in this country, we may turn to a consideration of its content and aims. Here the significant fact is the preponderance of courses having for their purpose and goal vocational objectives. Training for a better job, training for more pay, training for advancement in a trade, industry or profession, training for promotion under our competitive system, training for more skill, technical knowledge and proficiency; in other words, training for dollars and cents and the accompanying social prestige—these are the things emphasized in much of the present-day clamor for increased educational advantages and opportunities.

Who has not seen in the current magazines the alluring advertisements adroitly illustrated showing the young mechanic or bookkeeper looking with longing eyes through the open door of the general manager's private office at the vacant chair before the ornate mahogany desk awaiting some one capable of filling it? The skillfully written text usually assures the reader that he need only take a year's work with ——— school of salesmanship or business management to be amply qualified for the vacant position.

Now, I am by no means to be understood as decrying vocational or technical education for adults or others. Far from it. I believe we need in this country much more vocational education and training, not less. We need more technical high schools, more continuation schools of the industrial type, more trades schools, more mechanics' institutes, more technical institutes and colleges, more training schools for specialized industries, more high-grade colleges of business and of business administration. A population highly trained and skilled in industrial, technical, and commercial lines is a sure guarantee of general prosperity and well being. No man can be of much service or value to his country until he can at least pull his own weight in the boat.

My only fear is that by general consent this shall come to be considered education, which it is not. It is only part of education. It has to do with the loaves and fishes and not with weightier matters of human life and destiny. We have high authority for the statement that man shall not live by bread alone. Most foreign observers of American life agree that we have set the pace for the world in material progress, in physical well being and prosperity, and in the acquisition of creature comforts. At earning a living we are excelled by none. But these observers also agree that we have not acquired the fine art of living. "Getting and spending, we lay waste our powers." It is a truism that every man has two things to do in life: to make a living, and to live a life. We are so engrossed in the former that we tend to neglect the latter; and this same trend shows clearly in the current movement for adult education.

English Students Demand Cultural Courses

This is not true elsewhere. Mr. Albert Mansbridge, the mentor of the university extension movement in England, recently stated that in the workmen's tutorial classes of Oxford and Cambridge the students do not chiefly ask for technical or vocational subjects, nor do they seek university credit toward a degree. Their

Address at the final convocation of extension students of the University of Minnesota, May 28, 1926.

choice usually turns to courses in economics, philosophy, history, literature, mathematics, and kindred subjects. In other words, these people evidently want to escape from subjects that have to do with their daily work, and choose rather those subjects that lead them out into a larger and more abundant life.

General Educational Principles Apply Universally

This leads me to a consideration of the true inwardness of education; what are its primary and secondary aims? What is its essential meaning? What should it do for the individual? What are its functions and fruits and ideals? After all, adult education is only education specifically applied to persons of more or less mature age. General educational principles should be universally applicable. In pursuance of an adequate answer to these pertinent questions I have made a hasty and by no means comprehensive survey of the reasoned judgments and conclusions of a few of the great thinkers of history on the true function, scope, and purpose of education. Because it is apparently true that a new definition of this constantly recurring social task and duty must be formulated for each succeeding age with its new conditions and its new problems, I have included some contemporaneous statements on the same general theme. While the education of to-day in principle and practice is not the education of the past, nor will it be that of to-morrow, yet it is plain to see that a thin gold thread of agreement in essentials runs through the conflicting statements and the discrepancies set forth by these men of diverse periods of history.

I bring you now a few of these gleanings.

Let us begin as far back as Plato. He says:

The more things thou learnest to know and enjoy, the more complete and full will be for thee the joy of living.

Then with a long leap down the centuries we come to Milton with his classic definition:

I call, therefore, a complete and generous education, that which fits a man to perform justly, skillfully, and magnanimously, all the offices, both private and public, of peace and war.

Activities which Constitute Human Life

We come closer home and nearer to modern conditions when we reach the nineteenth century. Here we come to Herbert Spencer, who in his time perhaps best represented the more strictly utilitarian view of education. In his famous essay on Education, he classifies in order of importance the leading kinds of activity which constitute human life:

1. Those activities which directly minister to self-preservation.
2. Those activities which, by securing the necessities of life, indirectly minister to self-preservation.

3. Those activities which have for their end the rearing and discipline of offspring.

4. Those activities which are involved in the maintenance of proper social and political relations.

5. Those miscellaneous activities which make up the leisure part of life, devoted to the gratification of the tastes and feelings.

He sums up the ideal of education as complete preparation in all these divisions. Failing the ideal, the aim should be to maintain a due proportion between degrees of preparation in each. Attention should be given to all, greatest where value is greatest, less where value is less, least where value is least.

High Ideal of Liberal Education

With Spencer we may associate his great contemporary Huxley. His famous definition runs as follows:

Education is the instruction of the intellect in the laws of nature, including men and their ways as well as things and their forces; and also the training of the affections and the will into an earnest and loving desire to move in harmony with those laws.

In another place Huxley expands this definition as follows:

That man, I think, has had a liberal education who has been so trained in his youth that his body is the ready servant of his will, and does with ease and pleasure all the work that as a mechanism it is capable of; whose intellect is a clear cold logic engine, with all its parts of equal strength and in smooth working order; ready like a steam engine, to be turned to any kind of work, and spin the gossamers as well as forge the anchors of the mind; whose mind is stored with a knowledge of the great and fundamental truths of nature and of the laws of her operations; one, who, no stunted ascetic, is full of life and fire, but whose passions are trained to come to heel by a vigorous will, the servant of a tender conscience; who has learned to love all beauty, whether of nature or of art, to hate all vileness, and to respect others as himself.

Then comes our own William James, who thus phrases his conception:

The sense for human superiority ought, then, to be considered our line, as boring subways is the engineer's line and the surgeon's is appendicitis. Our colleges ought to have lit up in us a lasting relish for the better kind of man, a loss of appetite for mediocrities, and a disgust for cheap-jacks. . . . The best claim we can make for the higher education, the best single phrase in which we can tell what it ought to do for us is, then, exactly what I said: It should enable us to know a good man when we see him.

In Terms of Our Own Day

We come now to two other attempts to phrase a valid conception of the mission and function of education in terms of our own day. The first was made at the fifty-seventh annual convention of the Minnesota Education Association in St. Paul in 1920 by Sir Auckland Geddes. It runs as follows:

Education is the process designed to help a human being to appreciate God, to know himself, and to understand the spirit of the age in which he lives so that he can live in, serve, and act with and on the community in which his lot is cast.

The second was written as late as 1923 in an article in the Century Magazine by Arthur E. Morgan, president of Antioch College:

Education is the effort to supplement and to correct the casual experiences of life with other experiences, so planned and proportioned that together they will to the full possible extent bring about the actual development of the latent values of human personality.

We observe that these definitions differ among themselves somewhat in their points of emphasis. We note also that the later formulations, those conceived by men of our own time, tend to stress the social ideal; namely, that education, organized and paid for by society, is for the benefit and improvement of society at large as well as for the direct profit of the individual. It is clearly recognized that through education the children in each generation are enabled to start from the shoulders of their parents. Thus society progresses. But these definitions are more notable for their agreements than for their disagreements. And curiously enough, their most perfect agreement is in what they omit.

Emphasize Development of Human Personality

There is almost unanimous agreement among these authorities that education is a matter of the mind and the spirit, reaching its most perfect flower in the development of fine and sturdy character. Little is said about education for bread and butter, not, I take it, because that is unimportant but because it was taken for granted as merely a stage or phase of the general and genuine process. The chief emphasis is laid by all these thinkers on the development of human personality, the most precious asset of the children of men.

Now, our chief educational danger to-day is not in the rapid advance of vocational training, for that, as I have already said, is a blessing and not a menace. The danger lies rather in the wrong emphasis we give it, the wrong perspective from which we look at it, the naive belief of many people that it actually constitutes education. Too often we assume that when we produce a more skillful artisan, a more proficient mechanic, or a more versatile engineer, we have thereby also produced a better man and a better citizen. That may follow, but by no means necessarily. This applies whether we are referring to a mechanic who wants to become a foreman or superintendent or to a teacher who accumulates credits for the purpose of raising her grade and salary.

Making Living Only Part of Life

My theme, then, is that training for making a living is only a part, and not a major part, of a true education. The fundamental and essential thing is training in the art of living, which includes development to the utmost of personality, and evolution of a social point of view.

While elementary education may have for its special objective the acquisition of the tools of learning and skill in their use; while education in the secondary stage may aim at the discovery and development of special or specific aptitudes, talents and capacities; the higher education, not neglecting technical and professional training, must devote itself primarily to the task of orienting the individual, as the heir of all the ages, in the world in which he lives; of awakening and fostering in him a civic and social consciousness; of cultivating in him a taste for and appreciation of the best and most beautiful things in art, literature, science, and human conduct; of training him in the use of the mind as an instrument of precision in clear, cogent thinking based on facts and verifiable data; of freeing his intellectual processes from the trammels of superstition, dogma, preconceptions and prejudices and emotional befuddlements; of acquainting him with scientific processes and scientific reasoning; and finally of stimulating and strengthening his faculty of discrimination and judgment. The higher education must produce leaders, but it must also produce intelligent and thoughtful followers.

Status Quo or Progressive Evolution?

Here the question may well be asked (and it has a direct bearing on our theme), are we educating people for the world and society as they are or as they should be and may be? In other words, are we interested in maintaining the status quo or in contributing to the evolution of society to higher levels? The answer to this question has an enormously important bearing on the whole issue of the meaning, content, and purpose of adult education, particularly on the higher levels. If one is committed to the belief that the present social order has already reached the acme of perfection, then obviously it follows that our educational theory need concern itself only with adapting the best available means and facilities to training individuals for functioning most efficiently in the existing social structure. If, on the other hand, one accepts the theory of progressive and indefinite evolution in human society, then education, and particularly adult education, must envisage the more generous and appealing mission of preparing men and women not only to carry on the duties and tasks of to-day under present conditions but also to become the heralds and proponents of a better social order in a new era. For such as these, training for making money is not enough; there must also be a quickening of the human spirit, a generous but informed and disciplined ardor for better things. When

the choice lies between a static world and a world in progressive evolution, the decision as to educational policy should not be long in doubt.

Let those who are participating in the program of adult education, whether as administrators, teachers, or students, bear in mind that in the choice of studies or of offerings there is much more at stake than adequately meeting the demands or necessities of the moment. There is need of the long look ahead, of preparation for a future as yet only dimly glimpsed, of statesmanlike equipment and maturing of powers for occasions that still lie latent in the womb of time. "Who knoweth whether thou art come to the kingdom for such a time as this?" This is no time for complacency or for stand-patism in matters educational. There are mutterings and groanings of a world in travail. The times are full of portents of great and moving changes. It is a time of restlessness, of discontent, of reappraisal of accepted standards, of questioning time-sanctioned dogmas, creeds, theories, conventions, fundamental social conceptions.

Education Prepares for Changing Conditions

To the careful observer there are plentiful signs of the passing of the old order and the coming of the new. Shall the transition be made in a peaceful and orderly manner, or, through catastrophe, whirlwind, and intervening chaos? Education is the answer—an education not aimed solely or mainly at manual dexterity, mental cleverness in the manipulation of facts and figures, or competence in the material pursuits of life; nay, rather an education whose fruit shall be wisdom and an understanding heart and a discerning eye and warm imagination and quick human sympathy. "Wisdom is the principal thing; therefore get wisdom; and with all thy getting get understanding."

Adult Education Should Enrich Human Life

My main thesis is now beginning to emerge. To put it summarily, it is this: Adult education has arrived. It promises to be the most important feature of the whole educational program. Its ideal is that every man and woman after leaving school shall continue to pursue formal and organized courses of study so long as life lasts. These courses may be partly utilitarian, aimed specifically at the development of skills, aptitudes, and proficiencies which are serviceable and lucrative in the operations of the social machinery and in the production of goods. But no discerning adult, young or old, will confine himself to courses of this type. The major emphasis will be placed on studies that are liberating in their ten-

dency—studies that broaden the horizon, that deepen the sympathies, that enrich human life, that sharpen the perception of human values, that develop "the latent values of human personality." This education will be aimed to function not only as training for a place in society as it is now organized, but also as preparation, mental, ethical, and spiritual, for intelligent and discriminating participation in the orderly evolution of that society to a higher level. Thus we prepare to usher in a new era and a new standard of human values.

Abundant Opportunity for Social Improvement

No serious student of our times can be satisfied with the status quo. Our social, industrial and political organization does not yet produce social justice. Wars still go on and human life is not secure. Production has not yet been so much increased that no man is limited by want or scarcity. We have not yet learned economy of human talent so as to avoid misplacing human beings; we still drive square pegs into round holes. Merit is not yet sure of its reward. Men do not always get what they deserve. Education is not open to all because economic pressure is an obstacle. There are still hidden, undiscovered talents—"mute inglorious Miltons." There is industrial strife because the fruits of industry are not equitably distributed. There is still too much ugliness, vice, and poverty. Beauty does not yet hold its own with material values.

These are the defects and evils which an ideal organization of society will some day correct. That day may not come in your time or mine, but it will come inevitably. Its coming will be hastened if we adhere to a scheme of education which embraces all the people of all ages, and which is based not on temporary advantage but on the eternal verities embraced in the infinite potential capacities of the human soul.



More than Law and Medicine Combined

Engineering students to the number of 56,332 matriculated during the first term, 1925-26, in 143 institutions in the United States, according to statistics compiled by the Interior Department, Bureau of Education. Of these, 54,337 were enrolled in regular undergraduate courses, 848 were special or other students, and 1,114 were doing postgraduate work. More than 90 per cent of the total enrollment was in the six major courses of study—civil engineering, mechanical engineering, electrical engineering, mining and metallurgy, chemical engineering, and architectural engineering.

"Knighthood of Youth"—a New Solution of an Old Problem

Character Training, Like Health Training, Must Offer a Definite Program to Fire the Imagination and Arouse the Will Power. Exercises Prescribed Embody Twelve Fundamentals of Character

By MARY S. HAVILAND

Research Secretary, National Child Welfare Association

HISTORY is always repeating itself. The question of where, when, and how our children are to be given moral training is now going through the same struggle which attended the question a decade or more ago of where, when, and how they were to be trained in health habits.

In my own childhood health habits, if acquired at all, were formed in the home; they were not even mentioned at school. School baths, tooth-brush drills, and "inspection" were undreamed of. The attitude of our parents was similar to that of the East Side mother who is reported to have sent her small son to school with a note saying:

DEER TEACHER: I don't want you should wash Abie no more. I send him to school to get learnt, not to get washed.

Even when it was admitted that the school, as well as the home, had a duty in health teaching, there arose a controversy as to how this teaching should be given. There were those who feared that if children became interested in matters of health, they would tend to be morbid, self-conscious, and apprehensive of disease. It was urged that children should acquire health habits

by imitation and "absorption," as it were, without definite program or conscious effort on their part.

Following the startling revelations of the selective draft and many later surveys of school children in various parts of the country, it became clear that we could not depend upon blind imitation for the formation of right health habits in our children. We came to realize that health habits must be definitely taught and consciously acquired, that the reasons underlying them must be clearly understood by the children, and that they must appeal to the child's natural interests. In other words, we saw that the child's reason, imagination, and will power must all be enlisted in defense of his health.

As we said before, history is repeating itself, and educators are everywhere voicing the need for character training among our children.

To succeed, this training, like training for health, must not be mere blind imitation—nor must it be couched in abstract, academic, theoretic form. Just as the tooth-brush drill, setting-up exercises, weighing, and measuring and "health chores" provide a definite, concrete program which the child can

pursue and by which he can measure his improvement, so must any successful method of character training offer a concrete program for the boy and girl to follow and some device by which they can check up their progress. A successful method of character training must, moreover, be such as will satisfy the reason, fire the imagination, and arouse the will power of the child at the habit-forming age.

Those who have been using it during the past two years declare that such a method of character training has been found in the Knighthood of Youth, directed by the National Child Welfare Association and intended primarily for school children from 7 to 12 years old. It has, however, been successfully used in settlements, clubs, and private homes, and with children ranging from 5 to 15 years of age.

Charts Contain Character-Training Exercises

The basic equipment of the knighthood is a series of five charts, each containing a set of character-training exercises. These have to do with such practical, everyday duties as "I put away my books and toys when I was through with them," "I said only what I believed to be true," "I kept my shouting and rough-housing for the playground, or where they would not annoy others," and "I tried my best to do things for myself before asking help."

The charts are graded according to the age and progress of the user, but on every chart the exercises embody 12 fundamentals of character: Obedience, carefulness, reliability, self-reliance, neatness, politeness, honesty, self-control,



English classes become enthusiastic in preparing a knighthood play

good temper, kindness, helpfulness at home, and thrift. Each chart is sufficient for keeping the record during 16 weeks.

In addition to the regular exercises, each chart contains a blank space for special exercises which may be written in by the parent, teacher, or child. One little fellow asked his father to write in, "I did not suck my thumb." An older



In knightly panoply

girl inserted, "I spoke in a low, sweet voice." Some parents will wish to include a record of doing home tasks, while others may write in a record of religious duties.

Every night the child checks up his chart at home, with his parents' help, for one aim of the knighthood idea is to enlist the cooperation of the parents. That it has done so is evidenced by such notes as the following from a foreign-born father: "A short time ago, my boy started doing character exercises to become a member of the Knighthood of Youth. When he brought the exercise chart home, he handed me the circular 'Parents' Part.' This woke me up to the fact that I had shown very little interest in his activities—I am ashamed to say. I made up my mind at once to devote some time to the boy every day, no matter how busy I am. This has made me a happier man. I am helping my boy to build up good character. The plan is good; it compelled me to take an interest in my son."

At frequent intervals, preferably every week, the would-be "knight" presents his exercise chart, checked up by himself and signed by his father or mother, for

the teacher's inspection and encouragement and in order that his record may be entered on the knighthood register of his class or "circle." It is a proud moment when, by having performed 70 per cent of his exercises in a given week, he is credited with a "knightly feat." And still happier are the moments when, by a succession of "feats," he earns the titles of esquire, knight, knight banneret and knight constant, with their accompanying badges.

The knighthood course in character training is intended for use about 24 weeks in the year as an integral part of the school life—not as an added burden on the already weary shoulders of the teacher, but as a means of making the school a better place for teacher and children to live in.

While the work of marking the charts is all done in the homes, the knighthood thought will help to enliven and motivate the whole curriculum. All of history and literature are, of course, full of chivalric material. The art class will enjoy designing heraldic emblems, etc., the English class will become enthusiastic over the project of writing a knighthood play or pageant, and the class in sewing will gladly make costumes, insignia, and banners.

Although the knighthood idea may and should thus permeate the whole life of the school, the actual time devoted exclusively to knighthood affairs by the teacher need be very little—less than an hour for the entire week. In many schools, the ceremonies for granting titles, the knighthood playlets, and talks by the principal or visitors concerning the knighthood are made a part of the morning assembly of the school. It is a

stirring sight to see the boys and girls, foreign born and native, many of them from very poor homes, many of them from prosperous ones, but every face shining with the joy of worth-while achievement as they step forward to present their records and receive recognition for their effort.

Here I think I hear someone say, "But does not all this make the children self-conscious?"

Yes; it does. It makes them consciously admire and consciously seek whatsoever things are honest, just, pure, lovely, and of good report. It leads them to understand, to love, and to follow the moral law just as they are learning to understand and to follow the rules of health. In its Message to Members, the Knighthood of Youth explains, and in its character exercises it illustrates and embodies the laws of right and wrong conduct—laws which a vast number of our children have neither understood nor heeded.

The controversy as to teaching religion in the schools still rages. But there can be no controversy as to the need of teaching truthfulness, courage, self-reliance, honesty, and all that goes to make sound manhood and womanhood.

Recently the writer sat on the platform of a great elementary school on the lower East Side in New York, beside a group of foreign-born mothers—and one or two fathers—who had come to see their children given their titles as esquires in the Knighthood of Youth. The light of pride and joy that transfigured those work-worn faces seemed like a promise of better days.

NOTE.—Printed matter describing the Knighthood of Youth in detail may be procured from the National Child Welfare Association, 70 Fifth Avenue, New York.



Happy the moment when the coveted title is earned

A City School Board Organized for Efficient Administration

Small Unpaid Board Under State Control But Not Hampered by Detailed Laws. Few or No Standing Committees and No Authority in Individual Members. Superintendent Executive Officer

By FRANK L. SHULL

Member Board of Education, Portland, Oreg.

THE present board of education of Portland, Oreg., is conscientiously endeavoring to fulfill its obligations to the public. Every member is striving to give the best that is in him for the benefit of the schools. The experience of boards of education in other cities, and our own experience as well, have established certain principles of action, the wisdom of which can not be questioned.

It happens that the method of conducting school affairs in Portland conforms closely to the best established practice in the country. Three years ago the United States Bureau of Education made an analysis of surveys of schools in various cities and reached the following conclusions, which in practically every instance, are fulfilled in Portland:

1. A board of education is necessary.
2. The board should be elected by the people.
3. The board should be small, with a membership of about five or seven, elected at large for a term of from five to seven years.
4. School board members should not receive pay for service as board members.

Should Have Proper Freedom of Action

5. City schools should be under State control. The school board should not be hampered in its work by detailed State laws; it should have freedom to develop as good a school system as the people of the city want.

6. The school board should be independent of the city officials and should have power to determine within statutory limits the amount to be spent on schools.

7. There should be few or no standing committees.

8. The school board should confine itself to matters of policy and employ a superintendent and others to execute.

9. There should be but one executive head to the school system, and that head should be the superintendent.

The first and most important suggestion that I have to make is contained in the last recommendation. The superintendent of schools should be the head of all its departments. In saying this there is no reflection upon the departments as

conducted heretofore. Our business and properties departments are well managed, and are giving their best support to the superintendent and the board.

The function of a board of education is identical with that of a board of directors of a business corporation. The same principles apply in each case. It is now a well established fact, the result of experience, that the superintendent of schools should be the executive officer of the schools, and all departments should be subject to his control. Under this plan the superintendent will have no hesitancy in asking for information from either the business or properties departments, nor should he hesitate to recommend to the board changes in any department that seem to him necessary for the better operation of the schools.

Individual Members Should Not Transact Business

Another practice is also well established in the experience of successful schools. It is that members of the board as individuals "have no more authority in school matters than have citizens of the community." Therefore board members should not encourage citizens, teachers, and others to take their troubles to individual members of the board. All persons seeking favors or making complaints should be referred to the superintendent before any action is taken by the board or by individual members. In this way valuable time will be saved, and efficiency of the service will be greatly improved. The board should confine its work to matters of policy, and leave details to the superintendent and his assistants. Some matters are given a great deal of time in discussions of the board which should be referred at the beginning to the superintendent and action should await his recommendation.

With reference to the selection of textbooks, I think that all will agree that the method recently used was not a success. Principals and teachers gave much of their time to the work, but it was a responsibility which should not have been placed upon them. The selection of texts should be made upon recommendation of the superintendent. Manifestly it is not possible for him or his assistants to examine all of the texts; but coming

constantly in contact with individual teachers and principals, the superintendent is equipped to select those teachers most capable of examining texts for him. Therefore the suggestion is made that the superintendent appoint permanent committees of not more than five members each to examine texts as they are issued, and make reports in writing to the superintendent of their findings, with the reason therefor. A separate committee should be selected to report on each particular study that is carried on in the schools.

Publishers' Agents Should Submit Briefs

It might be advisable to suggest to textbook publishers that their representatives do not call upon members of the committee, but that if they wish they may submit typewritten briefs on the books that they have to offer. Members of the board should be relieved of the necessity of listening to innumerable representatives of book publishers, with the not unusual result that board members know less than they did at the start about which are the most desirable texts.

With respect to the salary schedule, this should also come to the board as a recommendation from the superintendent's office. All the information available from other cities should be secured, and advice received also from the different teaching organizations, but the final decision should rest with the superintendent and his assistants.

I should like also to indorse the attitude of Supt. William McAndrew, of the Chicago schools, as to the proper emphasis in the subjects taught. This is based upon the fact that the purpose of the public schools is to make good citizens. There has been a tendency in the schools of the country to consider the main purpose of the schools to prepare for college, or to enable the boy or girl to make a living, or to make money. All persons are taxed to carry on the schools the man without children as well as the one with several. If the purpose of the schools is to prepare the boy or girl to make money we would not be justified in the present method of taxation to conduct the schools. We are only justified on the ground that the child is to be educated to become a good citizen. This carries with it the thought that he also, by reason of the help that he receives from the public, has an obligation to the State and to his fellow men.

Children Owe Service to Fellow Men

I am inclined to agree with Superintendent McAndrew that it is "our duty to prepare students for life rather than for college board examinations." A school education "should train the habits that will serve the Nation." Public school education is paid for by the entire coun-

try, and it should be a preparation not to serve one, but the community. Therefore I am of the opinion that in some way the superintendent's office should impress upon principals and teachers alike the necessity of teaching the children that because of the education they receive they owe a service to their country and their fellow men.

There is a too prevalent notion among the young, and some adults as well, that the community owes them a living—and if they do not receive what they want they are privileged to take it. Let us impress upon the child that, on the contrary, it is his privilege and duty to be of service to his country. The function of the schools in my opinion is first to form character, and second, to train the mind in the use of its functions, and third, to impress upon the individual his obligation to the Nation to be a useful citizen.

No doubt there are other phases of school administration equally important, but an experience of several years on a school board has convinced me of the soundness of these conclusions.

Definition-Hunting is a Profitable Pastime

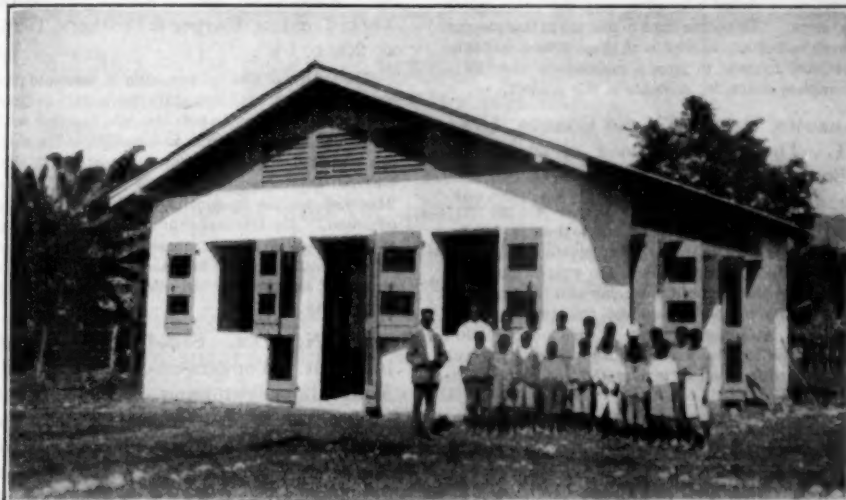
Use of the dictionary is emphasized in the fifth grade of Milwaukee (Wis.) public schools. Not only are the children taught to locate specific words, but they are trained in syllabication and pronunciation, as well as in the etymology of words. Use of the telephone directory in the fourth grade for the training it gives in sequence of letters, is recommended by the superintendent of schools as introductory to the study of the dictionary, and definition hunting is commended as a delightful pastime for children.



Practical agriculture in the new Haitian schools

Practical Work for Rural Pupils of Haiti

The accompanying pictures illustrate the type of rural education needed in the rural districts of Haiti. At present we have 11 of these schools with more than 500 students. It is my desire to increase the number to at least 300 schools with about 20,000 students. The realization of this program will react profoundly to the benefit of Haitian agriculture and citizenship.—John H. Russell, American High Commissioner, Port-au-Prince.



Eleven model schools have been constructed in Haiti

sectarian, and prepares the examination questions; manuscripts are graded under the direction of the State department and students receiving a grade of 70 per cent are recommended for one credit in the Old Testament and one credit in the New. Each Testament requires two semesters' work. Students taking five other studies are debarred from this course. The classes will be supervised by Young Women's Christian Association and Young Men's Christian Association secretaries as a part of the general program of the Portland Council of Religious Education.

Oregon State Department Issues Bible Study Course

High-school students of Portland, Oreg., who desire to take a course in Bible study are excused, upon written consent of parent or guardian, to attend classes held outside of the school building. The State department of education has outlined the course, which is entirely non-

Physicians Give Instruction for Better Motherhood

Special courses for mothers are offered by Czechoslovakian district committees for adult education and by the Workers' Academy of Prague. Among the subjects are: Social position of women; pre-school education; cooperation of the school and the family; self-education of women; what children read; motherhood; structure and functions of the human body; hygiene and diseases of women; diet of a child; an exemplary home; knowledge of merchandise; milk and milk products. The instructors are in general physicians, professors, or teachers.—Emanuel V. Lippert.

A new compulsory education law in Cuba requires school attendance of all children 6 to 14 years of age. It is planned, during the next three years, to open 1,000 additional schoolrooms throughout the Republic. For establishment of private elementary schools, permission must be obtained from provincial superintendents of schools, and the sanitary condition of the building to be used must be attested by the local board of health.

New Books in Education

By JOHN D. WOLCOTT
Librarian Bureau of Education

AVERILL, LAWRENCE AUGUSTUS. Educational hygiene. Boston, New York [etc.] Houghton Mifflin company [1926] xvii, 546 p. illus., tables. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley.)

According to this book, the proper scope of educational hygiene comprises child hygiene, school hygiene, personal hygiene, community hygiene, mental hygiene, physical education, and the pedagogy of hygiene. The author aims to include in this pioneer work sufficient material in all these divisions of educational hygiene to form a satisfactory basis for a complete course for students in this subject.

BARROWS, SARAH T., and CORDTS, ANNA T. The teacher's book of phonetics. Boston, New York [etc.] Ginn and company [1926] xi, 199 p. illus. 12°.

While an effort has been made to present the phonetic facts with scientific accuracy, the announced chief purpose of this book is the adaptation of the science to the need of the teacher and her pupils, in aiding the teacher to correct the pupils' faulty speech. Attention is given to the foreign child's speech difficulties with English. The chapter on the phonetic alphabet is relegated to the end of the book.

BRIGGS, THOMAS H. Curriculum problems. New York, The Macmillan company, 1926. xiv, 138 p. 12°. (The modern teachers' series, ed. by W. C. Bagley)

The question of the materials of instruction seems just now to occupy the focus of attention for educators. This book aims to stimulate and aid students of the curriculum problem by bringing to their attention certain fundamental questions, 27 in number, which must be settled before a generally acceptable reorganization of the curriculum can be effected. The answers to these questions will be in the nature of basic criteria and standards of procedure in curriculum building. Specimens of these questions are, What are the desired ends of education? and, For which of the approved ends is the public school responsible? The author suggests no answers to any of these questions, because he plans to point out to investigators of curriculum problems the difficulties in the way, leaving them free to find their own solutions, without being hampered by any prejudgment of the case. Indeed, he asserts that no final answer to some of these questions is at present possible, and that he is suggesting material for study which will last for a generation. Besides the basic problems of the first chapter, the book also discusses the bearing on curriculum-making of two other important matters, namely, the emotionalized attitudes of individuals, and the mores, which last name is given to the manners of action generally accepted in a social group.

COLLEGE ENTRANCE EXAMINATION BOARD.

The work of the College entrance examination board, 1901-1925. The solution of educational problems through the cooperation of all vitally concerned. Boston, New York [etc.] Ginn and company [1926] ix, 300 p. tables, diagrs. 8°.

This anniversary publication includes contributions by Nicholas Murray Butler, Wilson Farrand

Henry S. Pritchett, Julius Sachs, Abbott Lawrence Lowell, and Thomas S. Fiske. A group of papers traces the origin of the College entrance examination board, and narrates its history and evaluates its work during the past quarter of a century. The special topic of the art of examination is discussed for the volume by President Lowell.

DAVISON, ARCHIBALD T. Music education in America. What is wrong with it? What shall we do about it? New York, London, Harper & brothers, 1926. xi, 208 p. 8°.

The author of this volume, who is associate professor of music at Harvard university, writes: "Music is beauty, and a love of music, together with the will to have a part in it, is as natural to the average human being as sleeping or breathing." Dr. Davison says Americans are not a musical nation "because we are musically uneducated or mis-educated." He thereupon proceeds to analyze our whole system of teaching music in the schools and colleges, and to show its faults and how they may be rectified. One chapter also discusses music in the community.

FENTON, NORMAN. Self-direction and adjustment. Yonkers-on-Hudson, N. Y., World book company, 1926. xi, 121 p. tables, forms. 8°. (Measurement and adjustment series, ed. by L. M. Terman)

Students in high school and college may profit from a manual like this of Dr. Fenton, which analyzes the external and personal conditions for effective study, and the elements in the study process; tells how to study, and gives general considerations regarding ambitions and ideals and their encouragement. The book also gives directions for the self-measurement of one's own intelligence, and instructs the student how to adapt his abilities to usefulness and success in life.

HINES, HARLAN C. Finding the right teaching position. New York, Chicago [etc.] Charles Scribner's sons [1926] vi, 200 p. 12°.

From the standpoint of the teacher, the author treats the problem of employment in the public school, normal school, and college, and concludes with a discussion of the necessary extra-professional activities and the attitude of the teacher toward the profession.

PATRI, ANGELO. The problems of childhood; edited by Clinton E. Carpenter, with an introduction by Leta S. Hollingsworth. New York and London, D. Appleton and company, 1926. xv, 309 p. 12°.

A principal of much experience with all sorts of children in the public schools here brings out, in the narratives of concrete incidents, many of the characteristics and principles of child life—physical, mental, and social. To influence all the various groups who deal with pupils to cooperate in unison, he shows the school physician and nurse how their services are related to the classroom work of the teacher, and introduces the parent and teacher to each other, instructing them how the welfare of the child depends upon both home and school.

PRUETTE, LORINE. G. Stanley Hall; a biography of a mind. With an intro-

duction by Carl Van Doren. New York and London, D. Appleton and company, 1926. xi, 267 p. front. (port.) 8°.

A student and intimate friend of G. Stanley Hall presents in this volume an appreciative psychological interpretation both of the man and of his work. It seems appropriate that a great psychologist should be thus characterized in the terms of his own science, justifying the subtitle, "a biography of a mind." Hall's philosophy of life as applied to various human problems is illuminated by the author's vivid delineation of her teacher's personality.

SOUTH PHILADELPHIA HIGH SCHOOL FOR GIRLS. Educating for responsibility; the Dalton laboratory plan in a secondary school. By members of the faculty of the South Philadelphia high school for girls. New York, The Macmillan company, 1926. xvii, 310 p. diagrs. 12°.

The South Philadelphia high school for girls has been experimenting with the Dalton plan for three years, and reports that it finds the plan increasingly successful in its school work. This book describes the operation of the Dalton plan in the South Philadelphia school, beginning with the general consideration of principles, practice in assignment and teaching technique, and school organization. Then follows an account of the Dalton plan in the various subjects of the school curriculum—English, history and social sciences, natural science, mathematics, languages, and home economics. A final chapter tells of the expanded place of the library in the school life under the new system. The book is provided with a full bibliography of the Dalton plan.

TERRY, PAUL W. Extra-curricular activities in the junior high school. Baltimore, Warwick and York, inc., 1926. 122 p. tables. 12°.

Extra-curricular activities with special reference to their part in training for citizenship are taken up in this small book, which records a project connected with a course in the University of North Carolina. The chief topics of exposition are pupil organizations, organization and programs of extra-curricular activities, the home room as an administrative unit, and the significance and functions of teacher advisors.

WOOLLEY, HELEN THOMPSON. An experimental study of children at work and in school between the ages of 14 and 18 years. New York, The Macmillan company, 1926. xv, 762 p. tables. 8°.

Here is the report of an investigation carried on in Cincinnati under Miss Woolley as director—a five-year study of a large and representative group of working children, covering the mental and physical status of the children from year to year, their industrial histories, their home conditions, and so far as possible, their social histories. The object was to compare the abilities and equipment of the working children, as disclosed by this study, with those of the children remaining in school. In the realm of physical tests the school child was found to be superior to the working child at every age from 14 to 18, but more so at the former age than at the latter. In mental tests, school children proved to be superior to working children in every test made. The conclusion is that there is a very natural tendency for children less favored in abilities, parental care, and economic status to leave school early. Finally, an application of the findings of the study to educational policies is made.

FUNCTION OF THE COLLEGE TO TRAIN THE COMMON CITIZEN



IT SEEMS to be generally accepted that it is the function of the college to train the common citizen. If this is true, too much laboratory work, too much research, too much methodology and technique may develop in a college a kind of training which defeats the purpose. What the general run of students need is content material useful in common life, and instruction whose aim is presentation of information in a way that will develop intelligence and a judicial spirit in matters of ordinary experience. In other words, the curriculum should prepare the student to function in the life that he will live after he leaves college. Colleges have always maintained, perhaps, that these were the purposes of their work. The most common method which has been adopted to insure a reasonable unity and relationship between the several subjects studied by a student and to insure that his course contains all those elements that should enter into the educated consciousness of the common man, has been the grouping of subjects as a guide for the student in the construction of his curriculum. Grouping of subjects has not been strictly observed, however, either by students or by the colleges, and little functional unification has resulted. It is still possible for the student to take chemistry without arriving at an understanding of the scientific method. He may still specialize to an extent that leaves him after college an uneducated man in the sense that his knowledge is unrelated to large areas of human activity and interest.—*A. J. Klein.*



QUALITY AND RESPONSIBILITY OF TEACHING



RESPONSIBILITY of the teacher for the success of the pupils is the basal fact of a successful school system. To keep order, assign and hear lessons, and to mark the progress of pupils does not require a very high order of ability. It could be bought in Chicago in sufficient quantity to run the schools for considerably less than what is paid for teaching. The difference in the service of a routine disciplinarian and a teacher lies in the difference between a recorder and a producer. The ability which makes the teacher a producer is the skill to understand the cause of failure, to put and keep children on the road to success, to deliver her class at the close of the term prepared to advance. This responsibility can not in elementary or high school be evaded or ascribed to children or parents. The school system is not paying parents or children any money. The superintendents, principals, and teachers are the ones who are paid. We are hired by the community to deliver an output "thoroughly and efficiently" trained. Whatever means have been found best to awaken and hold the powers of youth to success it is our business to employ. If we can not bring children to the passing point, we must be replaced by those who can.—*William McAndrew.*